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ABSTRACT

Females comprise less than 25 percent of the student enrollment in Connecticut's state technical colleges, and more than 70 percent of them are clustered in data processing technology. For this reason, a sex equity workshop was held for a total of 28 representatives of the state's technical colleges. All of the participants felt that they gained a heightened awareness of the equity issues confronting state technical colleges, and each of the five colleges has since formed an equity action team and an equity action plan. A brochure intended to recruit more women into Connecticut state technical colleges was also developed. (A brief project report is followed by appendixes, including the project agenda; the equity action plan developed by Thames Valley, Greater New Haven, Waterbury, Norwalk, and Hartford state technical colleges; a list of workshop participants;, and a tally of the workshop evaluation forms completed by the participants. Each equity plan includes the names of equity team members, objectives, methods to be used, a plan timeline, and the names and titles of persons responsible for the plan's implementation.) (MN)

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CT8613512

FINAL REPORT

VOCATIONAL EDUCATION PROFESSIONAL DEVELOPMENT PROJECT

JUL 08 1987 REC'D

1985 - 1986

SEX EQUITY WORKSHOPS FOR STATE TECHNICAL COLLEGES

PROJECT NO. CT86-13512

ED283045

PREPARED BY

George D. Harris
Project Director
Deputy Executive Director
Board of Trustees for State Technical Colleges
61 Woodland Street
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THIS PROJECT WAS SUPPORTED BY FUNDS MADE AVAILABLE TO CONNECTICUT THROUGH THE CARL D. PERKINS VOCATIONAL EDUCATION ACT OF 1984, PUBLIC LAW 98-524, TITLE II, PART B - VOCATIONAL EDUCATION PROGRAM IMPROVEMENT, INNOVATION, AND EXPANSION.

JUNE 1986

CE047491

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FINAL REPORT SUMMARY

(Starting on a separate sheet, provide the following information)

I. PROJECT IDENTIFICATION

TITLE OF PROJECT: SEX EQUITY WORKSHOPS FOR STATE TECHNICAL COLLEGES

AMOUNT AWARDED: $8,000.00

BEGINNING DATE: October 1985 ENDING DATE: June 1986

PROJECT DIRECTOR: George D. Harris

APPLICANT ORGANIZATION: Board of Trustees for State Technical Colleges

II. ACTIVITIES PROVIDED

Total number of sessions (workshops and/or conferences) held: 5

Session Number	Location/Site	Beginning Date	Ending Date	Total Hours	Total Particip.
1	Waterbury STC	1/16/86	----	3	27
2	Greater New Haven STC	1/23/86	----	2	23
3	Thames Valley STC	1/29/85	----	2	15
4	Norwalk STC	2/5/86	----	2	20
5	Hartford STC	3/13/86	----	2	13

III. PARTICIPANTS SERVED

Total Participants Served: 28

A. Racial/Ethnic Designation

Number	
1	American Indian Alaskan Native
	Asian or Pacific Islander
5	Black, Not Hispanic
3	Hispanic
21	White Not Hispanic
1	Unknown

B. Participant Categories

Number	
4	Instructors/Teachers
5	Counselors
17	Administrators
2	Others

C. Sex Number: 13 Women Served 15 Men Served

D. School Percentage: 100% from State Technical Colleges

IV. ACCOMPLISHMENTS

A. OBJECTIVES: (LIST EACH OBJECTIVE WHICH APPEARED ON THE ABSTRACT PAGE IN THE APPROVED GRANT/CONTRACT. FOR EACH OBJECTIVE, INDICATE:(1) THE DATE(S) ACTIVITIES FOR THE OBJECTIVE WERE IMPLEMENTED; AND (2) THE DATE(S) ACTIVITIES WERE COMPLETED.)

1. To increase women student enrollment at the State Technical Colleges in direct proportion to their representation in the general population served by the colleges.

2. To enhance female awareness of the various fields of engineering technology that are availale to them through the State Technical Colleges.

3. To increase institutional support services in areas needed to eliminate or reduce factors that contribute to female dropout.

4. To increase institutional awareness of the special needs and concerns of female engineering tehnology students.

For all four objectives, work toward achieving them began on January 16, 1986, when the workshop series began. Work on all four will be ongoing into the next school year as each college implements its Equity Action Plan.

B. NARRATIVE: DESCRIBE: (1) NEED FOR THE PROJECT, (2) MODIFICATION OF OBJECTIVES, (3) ACCOMPLISHMENTS, (4) EVALUATION/OUTCOMES, AND (5) RECOMMENDATIONS.

1. Need. Females comprise less than 25 percent of the students at the State Technical Colleges. Over 70 percent of the females who are at the State Technical Colleges are clustered in Data Processing Technology. This grant addressed the need to raise awareness regading sex equity issues.

2. Modification of Objectives. None of the objectives were modified, but it should be be noted that work on these objectives was begun this year; the accomplishment of the objectives will be seen in the years to come as Equity Action Plans are implemented. (Objective No. 4 was accomplished during the workshop series, but can always be further enhanced at each college.)

3. Accomplishments. The project had three major accomplishments:

   - Twenty-eight peope participated in the workshop series and gained a heightened awareness of equity issues.

   - All five colleges now have an Equity Action Team and an Equity Action Plan.

   - A brochure designed to recruit more women into the State Technical Colleges was developed.

4. Evaluation. Most participants felt the project was beneficial, but many felt they were already enlightened and that others at their colleges should have participated in the project.

5. Recommendations. Many of the participants are very committed to sex equity issues. They want to see the Equity Action Teams continue to function as catalysts at each college.

   The Systemwide Sex Equity Advisory Committee should be activated.

V. ESTIMATED EXPENDITURES (UNAUDITED)

TOTAL COSTS: $ 7,579.35

WERE BUDGET MODIFICATIONS REQUEST FROM AND APPROVED BY THE STATE DEPARTMENT OF EDUCATION? YES IF YES, DATE APPROVED: March 5, 1986

This estimated expenditure report was completed by:

Signature _____

Title Administrative Services Officer II Date July 11, 1986

(Attach appendices as necessary)

A. Need

Females comprise only 24.5 percent of the State Technical Colleges' student population. These females are heavily concentrated in certain fields within the State Technical Colleges. For example, over 70 percent of all females are in Data Processing Technology, while only 5.3 percent are in Electrical Engineering Technology.

The State Technical Colleges recognized the need to improve female interest, access, retention, and program completion in Engineering Technology programs. This workshop series was designed to sensitize faculty, admissions officers, and other administrative personnel to the special needs of women in a traditionally male dominated educational environment, and to identify methods for improving the chances of women to successfully achieve their career objectives.

In addition, the brochure "Women In Technical Careers," was designed to create female student interest in engineering technology programs at the State Technical Colleges.

B. Objectives

The project identified four objectives:

1. TO INCREASE WOMEN STUDENT ENROLLMENT AT THE STATE TECHNICAL COLLEGES IN DIRECT PROPORTION TO THEIR REPRESENTATION IN THE GENERAL POPULATION SERVED BY THE COLLEGES.

   All five sessions of the workshop series were designed to assist in meeting this objective. (Appendix A contains the agenda for all sessions of this series.) In addition, the brochure "Women in Technical Careers," developed through this project is designed to help meet this objective.

2. TO ENHANCE FEMALE AWARENESS OF THE VARIOUS FIELDS OF ENGINEERING TECHNOLOGY THAT ARE AVAILABLE TO THEM THROUGH THE STATE TECHNICAL COLLEGES.

   The participants in this workshop series were required to formulate Sex Equity Action Plans for their colleges. Four of the five colleges included activities designed to meet this objective in their action plans. The fifth college focused on retention activities. (Appendix B contains a sample of the Equity Action Plan outline and the Action Plans submitted by each of the five colleges.) In addition, the brochure developed through this project is designed to help meet this objective.

3. TO INCREASE INSTITUTIONAL SUPPORT SERVICES IN AREAS NEEDED TO ELIMINATE OR REDUCE FACTORS THAT CONTRIUBUTE TO FEMALE DROPOUT.

All five sessions addressed this objective to some extent, but Session 3 really focused on this need. The panel of guest speakers provided concrete examples of support services that can assist females. The action plans presented in Appendix B show that all five colleges are addressing the issue of support services.

4. TO INCREASE INSTITUTIONAL AWARENESS OF THE SPECIAL NEEDS AND CONCERNS OF FEMALE ENGINEERING TECHNOLOGY STUDENTS.

All five sessions of the workshop series addressed this objective. Sessions 3 and 4 focused especially on this objective.

C. Accomplishments

1. General Design. The workshop series was designed so that the first four sessions, the informational sessions, were presented once a week for four weeks. A gap of approximately one month was allowed between Session 4 and Session 5 to allow the participants enough time to formulate their Equity Action Plans. The participants presented their plans at Session 5.

One workshop was held at each of the five colleges:

Session 1 - Waterbury STC, 9 am to 12 noon
Session 2 - Greater New Haven STC, 10 am to 12 noon
Session 3 - Thames Valley STC, 10 am to 12 noon
Session 4 - Norwalk STC 10 am to 12 noon
Session 5 - Hartford STC 10 am to 12 noon

Session 1 was longer than all the others because it incorporated both the plenary session and the first workshop. The morning meeting times were chosen because they were most convenient for the majority of the participants. There were only four faculty members among the participants, and the morning meetings proved to be difficult for two of them.

2. Participants. Twenty-eight participants were chosen to be part of this project:

Administrators	- 17
Counselors	- 5
Faculty	- 4
Librarians	- 2
TOTAL	28

Appendix C contains the names and titles of all participants.

The participants were chosen by the five college presidents. Each president received a copy of the grant and a request to name a team of five or six people. The Project Consultant attended a meeting of the presidents to explain the project agenda and answer questions. Based on this input, the college presidents selected their teams, choosing the people whom they felt would benefit most from the training, and who would have the greatest impact on others back at their campuses.

3. Methods. Many of the methods and materials used were developed and/or adapted by Lyn Nevins, project consultant, who is recognized as a statewide expert on equity issues, and by Carole Aiken, who is former sex equity consultant to the Division of Vocational and Adult Education at the State Department of Education. They have presented numerous workshops throughout the state, and have a good idea of what materials and methods will work with differing audiences.

   The project consultant adapted all materials to this specific audience. In addition, she recruited guest speakers with very specific experience with the State Technical Colleges for Sessions 1 and 2.

4. Staff Resources. The project staff consisted of:
   George D. Harris, project director
   Lyn Nevins, project consultant

   George Harris is Deputy Executive Director for the State Technical Colleges. He was responsible for all liaison work with the State Department of Education and ACES, all budget matters, all contact with the college presidents, and the hiring of and assisting the project consultant.

   Lyn Nevins is a recognized statewide consultant on equity and career issues. She has worked extensively with the State Department of Education, Regional Education Services Centers, and Local Education Agencies. (Appendix D contains Ms Nevins resume).

D. Evaluation and Outcomes.

There were three major outcomes of this project:

- Twenty-eight people particpatd in the workshop series and gained a heightened awareness of equity issues.

- All five colleges now have an Equity Action Team and an Equity Action Plan.

- A brochure designed to recruit more women into the State Technical Colleges was developed. (The brochure is not attached to this report because it is at the printer's office and is due to be ready in late June/early July.)

Each participant completed an evaluation form for the workshop series. In general, participants felt they gained some new information and enjoyed the process. They felt strongly that the college presidents had not necessarily chosen the right people to participate in the project; and that there was a great deal of "preaching to the faithful"; that they were already enlightened and wanted other staff to participate. (The college presidents had chosen these people to take part in the training so that they could become trainees of other staff at their colleges.)

Appendix E contains a sample evaluation form, a tally of all responses, and a listing of all comments.

E. Recommendations

Many of the participants in this project are very committed to the ideals of sex equity, and they expressed a great desire to keep the topic visible. They strongly urged that the Sex Equity Teams should serve as catalysts on their campuses, even after this grant has ended.

The participants felt they had many needs and concerns in common and wanted to keep each other informed of their progress on various issues. Many expressed a desire to raise awareness of uninformed colleagues back at their colleges. Many expressed a desire to provide more support services for women to aid in the recruitment and retention of female students.

A Systemwide Sex Equity Advisory Committee has already been formed, but has been relatively inactive. It should now be called into action.

CASH STATUS REPORT

Vocational Education Programs - P.L. 94-482

E4-464

INSTRUCTIONS

1. This form is to be completed by fiscal office.
2. Return one copy within five (5) days.
3. All blanks are to be completed.
4. Complete "Entitlement 79001" if applicable.

TO: Larry Schoefer, 295 Mill Road, North Haven, CT 06473

Proposal No.	Unit No.	Sect. No.	Spec. I.D.	Col. 1 New Grant Funds Received (Cumulative)	Col. 2 Disbursements and Obligations of Col. 1	Col. 3 Unencumbered as of report date (Col. 1 minus Col. 2)
				6100 00		

Chief Administrative Officer (Original Signature) | Title | Town/Agency | School/Institution

George D Thum | Deputy Exec Director

Name of person completing report | Title | Home Number | Date report completed

10

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APPENDIX A

Project Agenda

STATE OF CONNECTICUT

BOARD OF TRUSTEES FOR STATE TECHNICAL COLLEGES

61 WOODLAND STREET • HARTFORD, CONNECTICUT 06105

TEL. (203) 566-3976

SEX EQUITY WORKSHOPS
FOR
STATE TECHNICAL COLLEGES

A G E N D A

Session 1 - Overview - January 16, 1986 - 9 am to 12 noon

9:00 - 10:00

I INTRODUCTION AND WELCOME
Sex Equity Grants at the State Technical Colleges
Dr. George D. Harris, Deputy Executive Director, STC

AFFIRMATIVE ACTION AT THE STATE TECHNICAL COLLEGES
Richard M. Libby, Executive Director, STC

OVERVIEW OF WORKSHOP SERIES AND PARTICIPANT RESPONSIBILITIES
Lyn Nevins, Project Consultant

RECRUITMENT ISSUES AT THE STATE TECHNICAL COLLEGES
Virginia D. Christian, Chairwoman of the Academic Planning Committee, Board of Trustees for State Technical Colleges

EQUITY/AFFIRMATIVE ACTION AT THE STATE TECHNICAL COLLEGES
Joan Carter, Chairwoman, Personnel Committee, Board of Trustees

10:00 - 10:15 Break

10:15 - 12 noon

EXPLANATION OF FULL AGENDA FOR WORKSHOP SERIES
REVIEW OF PARTICIPANTS' RESPONSIBILITIES
EQUITY LEGISLATION
UNCOVERING SUBTLE BIAS AT THE STATE TECHNICAL COLLEGES
VIDEOTAPE: YOUR FUTURE IN A TECHNICAL CAREER
Lyn Nevins, Project Consultant

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Session 2 - The Work Force and Career Trends - January 23, 1986

CHANGES IN THE WORKFORCE
CAREERS: WHAT'S HOT AND WHAT'S NOT
FOCUS ON TECHNICAL CAREERS
NON-TRADITIONAL CAREERS

Session 3 - Recruitment and Support Services - January 29

RECRUITMENT OF NON-TRADITIONAL STUDENTS
Ruth Howell, Director, Counseling Center
Hartford College for Women

SUPPORT SERVICES FOR NON-TRADITIONAL STUDENTS
Peg Atherton, Director, Regional Counseling Center of New London and Facilitator of Women's Support Group at Thames Valley State Technical College

DEALING WITH OLDER STUDENTS
Carol Berman, Director, Look Forward Program,
Hartford College for Women

A STUDENT'S EYE VIEW OF THE STATE TECHNICAL COLLEGES
Lisa Giusti, Former Student Representative to the Board of Trustees for State Technical Colleges

Session 4 - Bias in Materials, Language, Attitudes - February 5, 1986

HOW TO IDENTIFY AND CORRECT BIAS IN INSTRUCTIONAL MATERIALS
HOW TO IDENTIFY AND CORRECT BIAS IN OUR LANGUAGE
ATTITUDINAL SURVEY FOR PARTICIPANTS
FILM: KILLING US SOFTLY

Session 5 - Wrap-Up - March 13

Between Sessions 4 and 5 each team of participants from each college will meet to formulate an EQUITY ACTION PLAN for the team's college

At Session 5 each team will submit their EQUITY ACTION PLAN (outline attached) and speak briefly about the plan

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APPENDIX B

Equity Action Plans

STATE OF CONNECTICUT

BOARD OF TRUSTEES FOR STATE TECHNICAL COLLEGES

61 WOODLAND STREET • HARTFORD, CONNECTICUT 06105

TEL. (203) 566-3976

EQUITY ACTION PLAN

COLLEGE _____ DATE _____

TEAM MEMBERS _____ _____

_____ _____

_____ _____

1. OBJECTIVES (State the problem areas that need to be addressed)

   a. _____

   b. _____

   c. _____

2. METHODS (State actions to be taken)

   a. _____

   b. _____

   c. _____

3. TIMELINE (State proposed completion dates)

   a. _____

   b. _____

   c. _____

4. PERSON(S) RESPONSIBLE

   a. _____

   b. _____

   c. _____

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EQUITY ACTION PLAN

COLLEGE Thames Valley State Technical College DATE March, 1986

TEAM MEMBERS Linda Jacobsen, William O'Donnell, Richard Patrick, John Mathews, Gerald LeFrancois, Edwin Rabinowitz

1. OBJECTIVES (State the problem areas that need to be addressed)
   a. To foster restructuring of institutional climate with an orientation towards gender equity.
   b. To increase recruitment of female students and staff
   c. To expand opportunities for participation in institutional governance
   d. To increase upward mobility related professional development of female staff
2. METHODS (State actions to be taken)
   a. Workshop panel; student orientation talks; informational brochures; & monitoring of Affirmative Action policies.
   b. Implement AA plan outreach requirements; high tech career advising activities.
   c. Needs assessment of decision making processes; developing incentives; & create governance/participatory opportunitie
   d. System-wide workshop; establish group & individual mentorship network
3. TIMELINE (State proposed completion dates)
   a. Early summer planning; Fall panel presentation
   b. Spring, 1986 orientations; Fall on-site visits
   c. Spring,1986 study groups; Fall programmatic implementation
   d. Early summer planning; Fall programmatic implementation
4. PERSON(S) RESPONSIBLE
   a. Dr. L. Jacobsen, R. Patrick, resource persons
   b. Student counselling staff, R. Patrick-AA officer
   c. College president, deans, directors, department chairs
   d. Dr. L. Jacobsen, R. Patrick

SEX EQUITY ACTION PLAN NARRATIVE THAMES VALLEY STATE TECHNICAL COLLEGE

March, 1986

OBJECTIVES: Problem areas that need to be addressed.

A. Recruitment of more women students, faculty, and administrators.

Women students are underrepresented at TVSTC in all technologies except for Data Processing and Chemical Engineering Technologies. In the Electrical, Mechanical, Manufacturing, and Industrial Management Technologies, women typically account for only about 10% of the students. Equity requires that we make every effort to increase those percentages.

Recruitment of women faculty and administrators is a priority in itself, in that we have only six full-time permanent women faculty and two women administrators. However, increasing the numbers of women faculty and administrators also will enhance the recruitment of women students by providing role models for women and conveying the message to potential women students that women are a welcome part of the TVSTC community.

Our recruitment strategy is,on a general level,to apply the existing requirements of the Affirmative Action plan as regards outreach. Some of these activities for student recruitment have already been provided for in another system-wide sex-equity grant: Holding an orientation to high tech careers for women in the spring 1986 term; and an accompanying essay contest for women with two prizes of $175 tuition to be applied at Thames Valley.

Other recruitment activities, which will apply both to staff hiring and students, will include targeting women's groups, increasing networking contacts, and on-site visits.

B. Upward-mobility related professional development.

In order to increase faculty and staff sensitivity to issues of equity, we propose that the State Technical College system continue holding system-wide sex-equity workshops. These workshops would take up where the current series leaves off, involving a broader range of faculty and administrators at each campus. We propose that each college in turn host a workshop, at six-month intervals, with TVSTC producing the first one in the fall of 1986, tentatively in October. Selected college staff would present some of the research and information available on equity issues to key administrators and faculty, in a format that allows for interactive participation.

At Thames Valley, we also will establish a staff mentoring system and a formalized women's network. The staff mentoring system could be on a one-to-one basis or on a small-group basis. It might, for example, allow qualified women in clerical positions to "apprentice" with an administrator and eventually advance to an administrative assistant type of position. Or it might permit women faculty members to enter into a mentoring relationship with a Department Chairperson with the ultimate goal of a woman Department Chair.

In order to encourage the development of mentor relationships, and as an end in itself, a formalized women's network will be established. The group will meet approximately once a month over a brown-bag lunch, providing a forum for discussion of common problems and mutual support. Such areas as assertiveness, power, sexism, and participation in college governance will be addressed. It may be possible to include sympathetic men in some of these discussion groups; since there is a paucity of high-ranking women to serve as mentors, male mentors may be needed.

Planning, recruitment of members and of an iniator, and mentor enlistment will occur in the spring of 1986, with implementation of the network to commence in the fall.

C. Institutional participation of women.

There is a perception of a lack of participation by women in the institutional decision-making processes. In order to clarify the extent to which this exists and how it occurs, the first step will be a needs assessment of the institutional decision-making process. From this, incentive and sanction structures will be formulated and institutional governance opportunities for women will be developed. This process will be initiated by the President and his cabinet in the spring of 1986 and will be an ongoing activity.

D. Re-orientation of institutional climate.

At some times, women students and faculty have reported remarks, comments, nonverbal behaviors, etc., which they say make them feel that women are regarded as unwanted, unappreciated, or resented in the college. There is a need to alter the institutional climate of Thames Valley so that women feel as welcome and valued as any member of the college community.

To accomplish this, we plan a panel and/or speaker for the faculty in the fall, during one of the professional days. Planning will occur during the summer and will involve representatives of the faculty union.

There will also be a panel and/or speaker and/or film on sex discrimination and harassment for students during student orientation in the fall, before the start of classes. This may be repeated during the year as needed.

A brochure on sex discrimination and sexual harassment will be developed, printed and distributed. There will be two versions, one for staff and one for students.

Finally, monitoring of the Affirmative Action plan standards will be implemented.

BUDGET

Allocated	$400
Planned Expenditures	
Purchase of film "You Are the Game"*	$110
Printing of 1000 Brochures	250
Refreshments during system sex-equity workshop	20
Refreshments during faculty/staff equity orientation at TVSTC	20
TOTAL EXPENDITURES	$400

* "YOU ARE THE GAME: SEXUAL HARASSMENT ON CAMPUS" dramatizes the situations of two women college students who have experienced different forms of sexual harassment. Flashback scenes of their encounters with two male professors are interwoven with a discussion between the two women and a counselor experienced in handling cases of harassment. Most of this discussion focuses on the difficulty students have dealing in isolation with a pattern of harassment, and the impact it has on their lives. A follow-up panel discussion provides insight into broader issues: why sexual harassment occurs, how it affects the educational climate, and what can be done about it. Produced in 1985 by Indiana University Office for Women's Affairs with the facilities of Indiana University Radio and Television Services, the film is 59 minutes long and in color. Cost for purchase: $110.

Previewing for purchase consideration is available at no cost other than return postage. Previews and rentals are available in 3/4 inch U-matic and 1/2 inch VHS cassette.

Contact: Audio-Visual Center
Indiana University
Bloomington, IN 47405

Alternative would be to rent the film for $35.

This would allow us to use the remaining $75 to pay for a speaker, for example from CWEALF (Conn. Women's Education and Legal Fund).

SEX EQUITY ACTION PLAN

GREATER NEW HAVEN STATE TECHNICAL COLLEGE

Recently Greater New Haven State Technical College developed and began to implement a Five Year Plan to Ensure Racial and Ethnic Diversity and a revised Affirmative Action Plan. The present plan, which addresses sex equity, will build upon and supplement these existing plans. The strategies for recruitment and retention that are enacted for the traditional groups served by the College and for minority groups will be extended to include women and additional strategies will be employed to serve this population further.

Programs indicated by an asterisk (*) are those for which GNHSTC is requesting funds from the STC grant.

GOAL: To create an environment in which all people can develop their full potential

Strategy: Complete an institutional self-study regarding sex equity (See Bogart, K., Flagle, J., Marvel, M. & Jung, S. J. (1981). The institutional self-study guide on sex equity for postsecondary educational institutions. Washington, D.C.: Association of American Colleges, Project on the Status and Education of Women. (1986)

Actions:

1. Obtain guidelines for an institutional self-study regarding sex equity. (June 1986)

2. Conduct the self-study. (1986)

3. Discuss results of self-study with the college community.

4. Implement programs to create a more equitable environment.

Responsibility: President, Deans, Counselors et al.
Resources: To be determined

Strategy: Make conscious efforts to end both overt and subtle sex discrimination and sex stereotyping at GNHSTC.

Strategy: Sensitize faculty, students, staff, and administration to the needs of women.

Actions:

1. Survey faculty, administration, and staff regarding plannning sex equity workshops on campus, e.g. sex fair materials, women and laboratories, new scholarship on women and development, use of analogies with topics with which women are familiar, math anxiety

2. Conduct sex equity workshops.

3. Evaluate the workshops and plan follow-up activities.

Responsibility: Student Services staff, Dean of Instruction
Resources: Existing, except for outside speakers

Strategy: To offer programs that meet the technical training needs of women.

Action: 1. Conduct market research on the needs of women.

a. Determine if there are sufficient numbers of women who have science backgrounds and who wish to retool in preparation for a return to the job market.

b. Assess the need and feasibility of offering a course on women and the technologies designed for women considering returning to school.

2. Develop programs based on the market research to meet the technical training needs of women.

3. Develop and offer certificate programs of varying lengths in fields where there are openinngs (e.g. computer operator).

GOAL: To increase awareness on the part of women of Greater New Haven State Technical College and its programs.

Strategy: Develop recruitment materials targeted towards women.

Actions: * 1. Develop a brochure highlighting women.

Responsibility: Learning Resources Center and Student Services staffs
Resources: $320

2. Develop a brochure highlighting women for the junior high school level.

Responsibility: Learning Resources Center and Student Services staff
Resources: To be obtained

3. Develop a videotape about the college for the junior high and elementary school levels.

Responsibility: Learning Resources Center and Student Services staffs

Strategy: Design a comprehensive awareness program that utilizes all elements of the College community.

Actions:

1. Utilize the Community Relations Committee of the Regional Advisory Council and internal sources to obtain names of organizations that serve women. (June 1986)

   Responsibility: Dean of Students
   Resources: Existing

*2. Invite key personnel of the organizations that serve women to a Breakfast Meeting (May 1986) to :

   a. Gather additional data on the community's perceptions of Greater New Haven State Technical College.

   b. Identify other groups or agencies that represent women and are not represented at this meeting.

   c. Obtain feedback on the recruitment materials designed to attract women to the College.

   d. Organize a committee of key community personnel to develop strategies and commitments for attracting women to the College.

   e. Enlist support to disseminate the College's recruitment materials.

   Responsibility: Student Services Staff
   Resources: $80 each year

3. Establish regular communication links with the media, especially those media whose primary audience is women. Through these links, publicize the new permanent facility and other significant college events.

   Responsibility: President, Student Services Staff, Faculty
   Resources:

4. Encourage faculty, staff, and administration to become members of the various women's organizations so that the College can work co-operatively with these groups concerned about increasing opportunities for women.

5. Develop contacts for inviting high school and junior high school counselors and department chairpersons to attend a professional development day on campus.

   a. President to contact superintendents
   b. Dean of Students to contact principals
   c. Director of Admissions to contact directors of

guidance and career specialists
d. Department chairpersons to contact high school department chairpersons

Responsibiility: Student Services Staff

6. Restructure guidance counselor open house activities into professional development activities (1986-87)

a. Increase awareness of the requirements for entrance into the programs.
b. Opportunities of completing the program
c. Success stories of women graduates

Responsibility: Student Services Staff
Resources: $250

GOAL: To increase access to GNHSTC for women.

Strategy: Design a recruitment program that will make GNHSTC more attractive to women.

Actions:

1. Design optional 3- and 4-year schedules for completion of A.S. programs

a. For those who work
b. For those who are academically capable but need more time to complete the rigorous program
c. For those who need preparatory courses.

Responsibility: Director of Admissions, Dean of Instruction, Faculty
Resources: Existing

2. Investigate feasibility of support programs for students who may require day care center services (1986)

Responsibility: Student Services Staff
Resources: Unknown, external

3. Increase utilization of SHADOW PROGRAM in which an interested applicant follows a student (role model) through a day's courses and activities at the College (1986-1991)

a. Arrange for applicants to come to the College.
b. Arrange for senior students to be shadowed. These seniors will be selected because they can serve as role models for the prospective student. They also will receive training in listening skills and information about the College.

c. Operate the program and revise as necessary.

Responsibility: Director of Admissions
Resources: Existing

4. Increase accept/registered conversion ratio by expanding the GUARDIAN PROGRAM (1986-1991)

   a. Provide names, addresses, and telephone numbers of accepted students by technology to Alumni Asociation.
   b. Organize alumni/ae by technology to telephone accepted students to discuss program, homework responsibilities, etc.

   Responsibility: Student Services Associate, Alumni
   Resources: Existing

5. Develop a profile of alumnae and their persistence characteristics.

   a. Develop a list of alumnae.
   b. Develop interview instrument.
   c. Evaluate characteristics.
   d. Incorporate results into recruitment strategies.

   Responsibilities: Counselors, Director of Admissions
   Resources: Existing

6. Re-organize the Admissions Office such that the Director of Admissions cultivates the groups from which the College traditionally has drawn and the Student Services Associate cultivates the newer audiences.

   a. Personalize contacts with various groups by presenting people from the College with whom the groups will be able to identify (e.g. When visiting a girl's high school or school where most counselors are female, include a female who represents the College.

7. Inform groups that offer services to women of GNHSTC's program and course offerings on an on-going basis by mailing schedules of course offerings and through the Speakers' Bureau. (e. g. Faculty members and student services staff speak on programs, college life, financial aid, etc.) (1986-91)

   Responsibility: Director of Admissions, Associate Deans of Instruction
   Resources: Existing

8. Maximize the financial aid available to women students.

   a. Research and publicize the existence of financial aid for women.

b. Develop financial aid budgets that take into consideration the special needs of women, (e.g. single mothers)

GOAL: To increase retention of female students.

Strategy: Increase the support services available to women at GNHSTC.

Action:

1. Survey female students regarding their experiences at GNHSTC and their ideas for improving conditions for women at the College.

2. Research and apply for grants that enable the College to offer more and better services for women. (e.g. FIPSE grant on comprehensive retention program) (1986-1991)

3. Implement a tutorial prgram.

   a. Provide for funding for tutoring each year (1986-1991)

   Responsibility: Dean of Students, Counselors
   Resources: $5000 each year

4. Expand alumni/ae GUARDIAN PROGRAM to provide tutorial assistance during the first two terms (1987-91)

   Responsibility: Student Services Associate, Alumni/ae
   Resources: Existing

5. Expand the CAREER MENTOR program to include tutoring. (1987-91)

   Responsibility: Director of Admissions
   Resources: Covered under Mentor Program (in earlier section)

6. Develop computer-assisted tutorials in mathematics and science (1987-1991)

   Responsibility: Dean of Instruction, Learning Resource Center, Faculty
   Resources: $3000 for authoring program plus released time

Strategy: Implement a structured support service program for women.

Actions:

1. Continue the expanded orientation program and schedule workshops in which women students meet other women students,alumnae, and employers.

2. Organize monthly support group for women.

3. Schedule additional seminars on study and coping skills throughout the year.

Responsibility: Counselors and Learning Resource Center
Resources: Existing

Strategy: Help women feel a greater sense of belonging at GNHSTC

Actions: 1. Involve more women in college-wide activities (1986-91)
a. Student Senate
b. Intramurals
c. Clubs
d. Committees

Responsibility: Student Services Staff
Resources: Existing

2. Sponsor a major activity each year that has special appeal to women and educates the campus to women's issues.

Responsibility: Dean of Instruction
Resources: $200 each year

3. Work with industry to bring women in engineering and related fields to speak to students on at least a quarterly basis .(1986-91)

Responsibility: Student Services Staff
Resources: Existing

Strategy: Ensure that programs and requirements do not provide barriers to success.

1. Reexamine each curriculum (1986, 1988, 1990)

Responsibility: Dean of Instruction, Faculty
Resources: Existing

2. Institute necessary changes

Strategy: Utilize management information system to identify and analyze the characteristics of women students

1. Compare admissions criteria with success in programs.

2. Develop student management information system programs to examine attrition rates of women and other groups.

Responsibility: Manager of Computer Services, Registrar
Resources: Existing

3. Analyze results of attrition data and develop programs to counter any emerging negative trends.

Responsibility: Student Services Staff, Dean of Instruction
Resources: Existing

Waterbury State Technical College
March 12, 1986

Sex Equity Action Plan

Waterbury State Technical College has been concerned with sex equity and initiated action in late 1984 and early 1985. In addition to our female counselor talking to female high school students, plus admissions making a more concerted effort in the recruitment of female students, a film was put together that served what we felt was a two fold purpose. The recruitment of minority type students in general, and also a pitch for female students.

In early January of 1985, two members of our female faculty became very concerned with female enrollment and also retention. The attached program dated February 26, 1985, was put together by them in conjunction with Engineer's Week which we have recognized each year since the college first opened. As you can see, this part of the program was developed specifically for females. The same two female faculty members in September of 1985 put together as part of our overall orientation program for all incoming students a two day orientation program for all incoming female students. We feel both programs were well attended and added considerable benefit to female students awareness on campus.

In addition to two successful programs our two female faculty members put together, they have set aside additional tutoring time for any female student requiring it. This is done in conjunction with our female counselor. The success of this has yet to be determined, however, it is a further effort to help female students be successful at Waterbury State Technical College.

In our Student Personnel Department, our last two hires were females. One filled a Counselor position, the other a Student Personnel Associate assigned to the Admissions Department. Both have fitted in very well at our college which frankly, makes me wonder if any sex equity problem existed at all. They are accepted as professionals by all faculty and administration as well as students and held in the highest regard by all personnel in the college community.

It is the commitment of Waterbury State Technical College to continue the same efforts concerning sex equity as we have done for the past two years. With the additional $400.00, part of it will be used to continue this same effort, the balance to perhaps be used for some type of pamphlet directed to females and added conferences.

Respectfully submitted,

A. E. Cawthra

A. E. Cawthra
Acting Chairman

AEC:kr
cc: C. Ekstrom, President
file

ADMINISTRATION

Charles A. Ekstrom, President

Albert A. Seretny, Dean of Instruction

Albert E. Cawthra, Dean of Students

A. Robert McKnack, Director of Admissions

Barbara Jacobs, Counselor

Rodney P. Butler, Counselor

DEPARTMENT CHAIRPERSONS Phone 575-8090

Karnig A. Berberian, Mechanical Ext. 2404

Edward Biewald, CADD Coordinator Ext. 2430

John Bruzas, Chemical Ext. 2403

Ozden Hoodbhoy, Science Ext. 8129

Robert Lynott, Mathematics Ext. 8128

Ellsworth McGuigan, Electrical Ext. 2396

Michael Paolillo, Pre-Technical Program Ext. 2406

William Raacke, Industrial Drafting & ManufacturingExt.2408

George Tatangelo, Data Processing Ext. 2407

John Vaitkus, Jr. Humanities Ext. 8222

PROGRAM COMMITTEE CHAIRPERSONS

Ozden Hoodbhoy, Science Department

Dorothy Pierson-Hubeny, Humanities

PROGRAM

8:00-8:30 Refreshments

8:30-8:50 Greetings

A. Robert McKnack, Director of Admissions
Charles A. Ekstrom, President
Norma Foreman Glasgow, Commissioner, Dept. of Higher Educat
James Walsh, Representative of Student Government

9:00-12:00 Tour of the Engineering Technology Laboratories

Electrical
Manufacturing
Mechanical
Computer-Aided Drafting/Design
Data Processing
Chemical
Robotics
Video/Oral Technical Communications
and
Exhibits from Industry

12:00-2:00 Lunch and Panel Discussions

Panelists

Gladys Y. Cerruto, Torrington Metal Products
Virginia D. Christian, So. New England Telephone
Alexis Kaschak, Digital Equipment Corp.
Evelyn Warner, United Technologies
Ann Wingate, Consultant

Concluding Remarks

Day 1 September 3, 1985

Introduction to Waterbury State Technical College

9:00 Refreshments

9:15 Welcome to the College
President, Charles Ekstrom
Dean of Instruction, Albert Seretny
Dean of Students, Albert Cawthra
Admissions Director, Robert McKnack
Counselor, Rodney Butler
Counselor, Joan Donald
Librarian, Thomas Denne
Associate Dean of Instruction, Stephen Colwell

Introductions to

Registrar, Thomas Denne
Business Manager, Douglas Fichtel
Student Services Associate, Noreen Cerruto

10:00 Presentations by Department Chairpersons
Karnig Berbarian, Mechanical Technology
Edward Bieward, CAD/D Coordinator
John Bruzas, Chemical Technology
Ozden Hoodhboy, Science Department
Robert Lynott, Mathematics Department
Arthur Melnicsak, Humanities Department
Elisworth McGuigan, Electrical Department
Michael Paolillo, Pre-Technical Program
William Raacke, Computer Integrated Manufacturing Technology
George Tatangelo, Data Processing Technology

11:00 Tour of the College

Day 2 Panels

9:00 Introduction to the Grant Services

9:30 Refreshments

9:45 Panel of Women from Industry

Joan Carter , T and T Incorporated

Alexis Kaschak, Digital Equipment Corporation

Noreen Stone, Uniroyal Corporation

11:00 Panel of Senior Women:
What To Do in a Variety of Situations

Members: Sylvia Ciarlo
Michele Cunningham
Pamela Rick
Regina Schaller
Darlene Shrok
Karin Sperlazza

STATE OF CONNECTICUT

BOARD OF TRUSTEES FOR STATE TECHNICAL COLLEGES

61 WOODLAND STREET • HARTFORD, CONNECTICUT 06105

TEL. (203) 566-3976

EQUITY ACTION PLAN

COLLEGE Norwalk State Technical College DATE 3/11/86

TEAM MEMBERS Grillo, V. Olson, R.

Kiss, M. Young, G.

Mayer, L.

1. OBJECTIVES (State the problem areas that need to be addressed)
   a. To provide emergency transportation monies for day and evening students
   b. – method of retention
   c.

2. METHODS (State actions to be taken)
   a. Establish petty cash fund of $400.00
   b. Voucher(s) in duplicate for each transaction to a maximum of $20/year
   c. Voluntary repayment expected

3. TIMELINE (State proposed completion dates)
   a. Perpetual support services fund
   b.
   c.

4. PERSON(S) RESPONSIBLE
   a. Director of Admissions
   b. Associate Dean of Instruction
   c. Counselor

EQUITY ACTION PLAN

COLLEGE: HARTFORD STATE TECHNICAL DATE: MARCH, 1986

TEAM MEMBERS:

MARGARET ABRAHAM, COUNSELOR
JOSEPH MANDELL, DEAN OF STUDENTS
RITA SMITH, REGISTRAR
CYNTHIA GRINNELL, ASSISTANT PROFESSOR
SAMANTHA MARTINEZ, STUDENT SERVICES ASSOCIATE

OBJECTIVES

A. PROMOTE ENROLLMENT AND RETENTION OF WOMEN

B. CREATE A LEARNING AND WORKING ENVIRONMENT WHERE WOMEN WILL FEEL WELCOME AND COMFORTABLE

METHODS	TIMELINE	PERSON(S) RESPONSIBLE
A. ESTABLISH PERMANENT COMMITTEE ON SEX EQUITY, COMPOSED OF ALL SEGMENTS OF THE COLLEGE COMMUNITY	A. APRIL 1, 1986	A. PRESIDENT
B. ENCOURAGE INNOVATIVE ADMISSIONS PRACTICES TO RECRUIT MORE WOMEN	B. JUNE 3, 1986	B. SEX EQUITY COMMITTEE AND ADMISSION OFFICE
C. OFFER IN-SERVICE PROFESSIONAL ASSERTIVE BEHAVIOR CONFERENCE FOR STUDENTS, FACULTY, AND STAFF	C. JUNE 3, 1986	C. SEX EQUITY COMMITTEE
D. PROVIDE BUDGET FOR WOMEN'S ACTIVITIES, INCLUDING WOMEN'S GROUP AND WOMEN'S ACTIVITY COACH	D. SEPTEMBER ,1986	D. PRESIDENT AND STUDENT SENATE
E. PRESENT PROGRAM ON SEX EQUITY AT FACULTY CONVOCATIONS	E. SEPTEMBER, 1986	E. DEANS OF INSTRUCTION AND CONVOCATION COMMITTEE
F. PRESENT PROGRAM FOR WOMEN STUDENTS AT FRESHMAN ORIENTATIONS	F. SEPTEMBER, 1986	F. DEAN OF STUDENTS AND WOMEN'S GROUP DIRECTOR
G. PROVIDE BOOKS AND PERIODICALS OF INTEREST TO WOMEN IN THE LIBRARY	G. SEPTEMBER, 1986	G. SEX EQUITY COMMITTEE AND LIBRARIAN
H. GIVE PERIODIC REPORTS TO DEPARTMENT CHAIRS, FACULTY, AND STUDENT SENATE ON SEX EQUITY COMMITTEE	H. JUNE 3, 1986	H. SEX EQUITY COMMITTEE
I. ENCOURAGE THE INCLUSION, THROUGHOUT THE CURRICULUM, OF WOMEN AS CONTRIBUTORS AND ROLE MODELS IN THE HUMANITIES AND THE TECHNOLOGIES	I. 1986 - 1987	I. DEAN OF INSTRUCTION AND SEX EQUITY COMMITTEE
J. HIRE MORE WOMEN FACULTY	J. AS POSITIONS BECOME AVAILABLE	J. PRESIDENT AND AFFIRMATIVE ACTION OFFICER
K. RECOMMEND THE ESTABLISHMENT OF A SYSTEM-WIDE SEX EQUITY ADVISORY COMMITTEE	K. JUNE 3, 1986	K. EXECUTIVE DIRECTOR

APPENDIX C

Participants

STATE TECHNICAL COLLEGES

SEX EQUITY WORKSHOPS

HARTFORD STATE TECHNICAL COLLEGE

Margaret J. Abraham, Counselor
Cynthia F. Grinnell, Assistant Professor, Data Processing
Joseph I. Mandell, Dean of Students
Samantha Martinez, Student Services Associate
Rita P. Smith, Registrar

GREATER NEW HAVEN STATE TECHNICAL COLLEGE

Margaret Bauer, Associate Dean
Michele N. Cone, Librarian
Madeleine Leveille, Placement Counselor
Wilson Luna, Financial Aide
Chet Schnepf, Student Services
Edmond Sobolewski, Dean of Students

NORWALK STATE TECHNICAL COLLEGE

Vincent Grillo, Director of Admissions
Marie Kiss, Professor, Chemical Engineering Technology
Lois Mayer, Associate Dean
Richard Olson, Dean of Instruction
Gwen Young, Counselor

THAMES VALLEY STATE TECHNICAL COLLEGE

Linda Jacobsen, Dean of Students
Gerard LeFrancois, Building Superintendent
John Mathews, Director of Administrative Services
Richard Patrick, Affirmative Action
William O'Donnell, Librarian
Edwin Rabinowitz, Associate Dean

WATERBURY STATE TECHNICAL COLLEGE

Rodney Butler, Counselor
Albert Cawthra, Dean of Students
Ozden Hoodbhoy, Associate Professor
Dorothy Pierson-Hubney, Assistant Professor
Robert McKnack, Director of Admissions
Albert Seretny, Dean of Instruction

1/13/86

APPENDIX D

Resume

LYN NEVINS

4 Hollister Lane
Darien, Connecticut 06820
(203) 655-9642 (W)
(203) 655-8897 (H)

PROFESSIONAL EXPERIENCE:

1980 - Present — Self Employed — Darien, Connecticut
CONSULTANT

- Developed and presented workshops on job trends, career development, and sex equity throughout the northeast region.
- Acknowledged by workshop participants for thorough, informative, energetic and humorous style.
- Authored a series of five brochures on sex equity.
- Coordinated the Cooperative Work Experience program for Fairfield, Connecticut Public Schools.
- Contracted with over 25 state, regional, local and private organizations to conduct consulting projects.

1977 - 1984 — Cooperative Educational Services — Norwalk, Connecticut
COORDINATOR OF INSERVICE EDUCATION

- Designed and implemented career education, computer, and sex equity workshops for 15 Connecticut towns.
- Created curriculum models adaptable to multiple environments.
- Coordinated employability programs to improve skills of youth entering the job market.
- Served as Career Education Consultant to the Greenwich, Connecticut Public Schools.

1982 - 1983 — State Department of Education — Hartford, Connecticut
STATE COORDINATOR OF CAREER EDUCATION

- Provided workshops, technical assistance and information on career education to the 165 Connecticut school districts.
- Managed federal funds distribution to six Regional Service Centers.
- Coordinated highly successful statewide effort for participation at National Career Education Conference.
- Delivered provocative workshop at National Career Education Conference resulting in acknowledgment from Federal Bureau of Labor Statistics.

1976 - 1977 — Area Cooperative Education Services — North Haven, Connecticut
RESEARCHER/WRITER

- Prepared and field tested sections of Connecticut State Plan for Career Education.
- Researched information through computer searches, interviews and review of current literature.

1975 - 1976 — State Department of Education — Hartford, Connecticut
RESEARCH ASSISTANT

- Researched and wrote technical data and copy for the Connecticut Master Plan for Career, Vocational and Adult Education.
- Collected data and information at statewide public hearings on Connecticut Master Plan.

1970 - 1974 and 1976	Eastern Junior High School SOCIAL STUDIES INSTRUCTOR	Greenwich, Connecticut

- Taught all level students while developing a new, innovative social studies curriculum.
- Served on Model Committee to establish schoolwide goals resulting in prototype for entire system.
- Coached varsity athletics and advised several extracurricular activities.

EDUCATION:

1975 - Present	Numerous seminars and training programs for professional development and personal enrichment.	
1975	George Washington University M.A., Women's Studies	Washington, D.C.
1970	University of Massachusetts B.A., Sociology/Secondary Education	Amherst, MA

APPENDIX E

Evaluation

STATE OF CONNECTICUT

BOARD OF GOVERNORS FOR HIGHER EDUCATION

BOARD OF TRUSTEES FOR STATE TECHNICAL COLLEGES

EVALUATION

SEX EQUITY WORKSHOPS

College (optional): Tally

DIRECTIONS: For each statement, circle a number from 1 (low degree of agreement) to 6 (high degree of agreement) depending on your feeling.

	STRONGLY DISAGREE						STRONGLY AGREE
1. The objectives of the training sessions were clear.....	N/A	1	2 (3)	3 (3)	4 (3)	5 (4)	6 (4)
2. The information presented was useful.....	N/A	1 (1)	2 (3)	3 (2)	4 (3)	5 (5)	6 (3)
3. The sessions followed a logical pattern.....	N/A	1	2 (3)	3 (2)	4 (6)	5 (4)	6 (2)
4. There were adequate opportunities for interaction between presenters and participants.....	N/A	1 (1)	2 (2)	3 (2)	4 (4)	5 (3)	6 (5)
5. The panel presentations were informative.....	N/A	1 (1)	2	3 (4)	4 (2)	5 (4)	6 (6)
6. The handouts were helpful.....	N/A	1 (1)	2 (1)	3 (2)	4 (5)	5 (4)	6 (4)
7. I learned some new information.	N/A	1 (2)	2	3 (4)	4 (4)	5 (4)	6 (3)
8. These workshops will help me at my campus.....	N/A	1 (1)	2 (3)	3 (2)	4 (2)	5 (6)	6 (3)
9. I would recommend this series to others.....	N/A	1 (2)	2 (2)	3 (3)	4 (3)	5 (2)	6 (5)

10. COMMENTS/SUGGESTIONS:

See next sheet

An Equal Opportunity Employer

10. Comments/Suggestions

"Group discussions revealed a need for a Sex Equity network/support group in the STCs. Hope the teams will continue this on each campus."

"More films, more practical cases."

"Need more time for discussions--either longer sessions or cover less material. Rearrange room so participants can see each other."

"Run a series of sex equity workshops including teaching staff, students, counselors, and administrators."

"More background research on specific needs of STCs would have been helpful."

"Although I think I understood the rationale for the discussion regarding dates for the workshops (e.g. modeling consensual decision making), it seemed that the time discussing dates could have been spent more productively. I agree that sex equity is important. I think, however, that all the schools should have had input into the design of the workshops."

"A grant of this financial proportion could and should have been written, organized, and implemented to cover topic(s) which would more effectively enhance the image and growth of the technical colleges."

"Participants could have been given some type of a 'need sheet' before this program started to state what information from such a program was actually needed by them at their colleges."

"It has been difficult to get faculty to serve as they have to give up instructional time to attend meetings. This creates a problem as there should be faculty participation."

"Conduct workshops less like classroom lectures and more as interactive workshops, perhaps with role playing and techniques of that nature."